



Prediction/Prior Knowledge - Small Group Instruction: Guided Reading



What is Guided Reading?

Doing It All in Guided Reading

In Guided Reading sessions, each student has a copy of the text and your students **do the reading**.



You guide a group of students as they read, and apply and transfer the prediction strategies you modeled during Read Aloud and Shared Reading sessions. Your students predict from the content down to particular words or word parts.

During a Guided Reading session, Bill Devanny provides guidance to Grade 4 students in forming, justifying and revising their predictions. See Bill working with his students during a Shared Reading session.

They practice

- predicting **before** they begin reading, and predicting **while** they are reading;
- **justifying** their predictions based on their different kinds of background knowledge;
- comparing their predictions with the ideas in the text, and **confirming, rejecting, or modifying** their predictions as necessary.

As each group of students is forming, confirming, rejecting, or modifying their predictions, they practice identifying which decisions are based on information that is explicitly stated in the text, and which decisions are based on information that has not been stated, information they have inferred. When the information is explicitly stated in the text, your students locate the text. When the information has not been stated, your students explain their thinking.

After your Guided Reading sessions, you help your students

- reflect on what they learned from the text, and help them review what they knew and what they now know;
- understand how they can apply the strategy to help them understand a text when they are reading independently.

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Guided Reading, Read Aloud, and Shared Reading: Similarities

Since your students practice in Guided Reading, with your guidance, what you modeled during Read Aloud and Shared Reading sessions, the teaching focuses or prediction strategies in these three sessions are the same.

And just as your prediction-related teaching focus for each Read Aloud and Shared Reading session is made explicit to your students, and is referred to throughout the session—during the introduction, as your students listen or read, and during the concluding discussion—so it is during each Guided Reading session.

In the same way as they do at the conclusion of a Read Aloud or Shared Reading session, your students discuss how the prediction strategy they practiced will help them be a better reader, and how they will use the strategy when reading independently.

You help them to reflect on how well they use particular prediction strategies, and to set personal goals related to that strategy. They can record their comments in their Reading Logs, which can be referred to during individual Reading Conferences.

Guided Reading, Read Aloud, and Shared Reading: the Major Difference

The major difference between Guided Reading, Read Aloud, and Shared Reading lies in *who does the reading*.

In **Guided Reading** sessions, although your students are in a group, **each student reads independently**. You provide guidance at their moments of need, and so strengthen their independent reading strategies.

For Example

- If you grouped your less experienced readers—those who need to work on using context clues to predict when reading—and a student in the group is stuck on a word, you might guide the student to return to the beginning of the sentence, reread the sentence, predict a word that makes sense, and then cross-check to see if the predicted word looks right.
- Or if you grouped students to guide them in predicting using their knowledge of the top-level structure cause/effect, and a student was having difficulty, you might guide the student to scan for words that signal cause/effect.

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In **Read Aloud** sessions **you read**, your **students listen**.

In **Shared Reading** sessions, **you read to** your students and **you read with** your students. Your students read along with others in the group—their voices combine.

A Guided Reading session has been developed to represent each group of prediction strategies, ranging from predicting using *Text Structures and Text Features* down to *Predicting at the Word Level*. You can easily adapt the planned Guided Reading sessions to use with all of your students, regardless of their reading experience.

A Guided Reading planner, [Planning Guided Reading: Questions I Ask Myself](#), which models a way of thinking when planning Guided Reading sessions, and a blank template, [Guided Reading Template](#), are also provided to help you plan your Guided Reading sessions. Click on the link to these resources.

In Guided Reading Making It Happen

You will find the following information and activities to use in your classroom

- [Predicting Using Text Structures and Text Features](#)
- [Predicting Using Literary Knowledge](#)
- [Predicting Using Knowledge of Personal and World Experiences](#)
- [Predicting at the Word Level](#)
- [Predicting at the Sentence Level](#)

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Planning

Guided Reading Planning – Sample

Title: *Fearless Fashion* (Time for Kids Level 5)**Date** 22nd September

Focus - The students will be able to: integrate information from text, headings, pictures and charts to deepen comprehension. Tell your students the purpose of the session – what you want them to be able to do better in their personal reading.

Group		Evaluation
Diane	Difficulty navigating complex texts – not selecting factual texts in independent reading	
Noel		
Lorna		
Leonie	needs support in monitoring comprehension – factual texts	
Mary	needs to skim to make purposeful predictions	
Michael		
Text features Supports photographs, interesting topic likely to generate discussion Challenges Need to integrate information from text and charts. Includes statistical information		Introduction This article caught my attention the other day and I think you will find it interesting. Look at the title and the photo just using that information. What do you think the article will be about? Now look at the subtitle. What extra information does this give us?
Guiding students through the text Let's read the first paragraph to see if our predictions were correct. What do we now know this about article? What is the main point the writer is making? Look at the chart on the top right hand corner. What information is this giving us? (The changes in crime rates since the introduction of school uniforms.) Look at the information – what do the statistics show? How is this supporting what the author said in the introductory paragraph? Let's read the rest of the article and see what new information we get. Using the all the information lets go back to the subtitle – has the writer convinced you that uniforms cut crime – how has the writer done this? General Discussion – have students look at the photograph – and respond to the article – do they think it is a good idea – why. Make them support their comments with evidence from the text. Application – Ask your students to explain what they learned about using information from different parts of the text and integrating the information. Ask how they will use this to help them understand what they read, especially in Independent Reading.		

Planning

Guided Reading Planning

Title

Date

Focus - The students will be able to:		
Group		Evaluation
Text features		Introduction
Guiding Students through the text.		